

California Postsecondary Education Commission**Improving Teacher Quality State Grants Program****Project Description**

Project Title	CSUDH Mathematics Project STIR		
Grant Amount: \$124,010	Grant Period: February 1, 2007- May 31, 2008		
Grade Level: 6-12	Subject Matter: Mathematics		
Institute of Higher Education	CSU Dominguez Hills		
Local Education Agency	Los Angeles Unified District		
Need for Project/ Population To Be Served:	<p>The CSUDH Mathematics Project has been asked to assist in providing professional development opportunities for LAUSD LD 6 mathematics teachers and coaches. During meetings in November of this year the planning group identified the following four areas of improvement they felt were needed and desirable in their secondary math instruction: an increase in academic rigor in instruction, an increase in students' mathematical conceptual understanding, teachers becoming more reflective about their practice, and teachers having high expectations for their students in mathematics. Algebra achievement in Local District 6 is among the lowest in LAUSD.</p>		
Project Goals:	<p>The overarching goal of the CSUDH STIR Mathematics Project is to increase student achievement in and understanding of the mathematics contained in the state standards in grades six through nine in Local District 6 of LAUSD by directly engaging its teachers in an innovative program of professional development designed to increase teachers' knowledge of both content and pedagogy. Through a focus on the retention of teachers of mathematics, the project will work to establish a school culture that is collegial and supportive, leadership development opportunities, and long-term goals for Local District 6 in mathematics.</p>		
Summary of Activities:	<p>Local District 6 middle school and algebra mathematics teachers be the focus for this project. At least 30 (but likely between 40 & 50) of these teachers (supported by funding from CMP STIR) will be teachers in their first five years of teaching (Group 1 teachers). During years 1-3, the Retention Cohort will receive intensive professional development during 3-week (15-day) summer institutes along with support (14 sessions four hours in length) and mentoring during the school year. During years 4 and 5 the Retention Cohort will provide support and mentoring for novice teachers selected to participate in Cohorts I and II, respectively</p>		
Outcomes Expected:	<p>Teachers participating in the retention cohort professional development will have a higher teacher retention rate and engage in more leadership and career enhancement activities than teachers in the comparison cohort. Additionally, retention cohort teachers will show increases in mathematics content knowledge as a result of participation.</p>		
Teachers Served	60	Students Served	12,000
Project Website:			
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